

BRANCHVILLE HIGH
1349 Dorange Rd.
Branchville, South Carolina 29432

GRADES 7-12 Middle School

ENROLLMENT 232 Students

PRINCIPAL George Benton 803-274-8875

SUPERINTENDENT Dr. Sandra Tonnsen 803-534-8081

BOARD CHAIR Mr. Aaron Rudd 803-534-8081

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	26	7	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Average	Below Average	No
2004	Below Average	Unsatisfactory	Yes

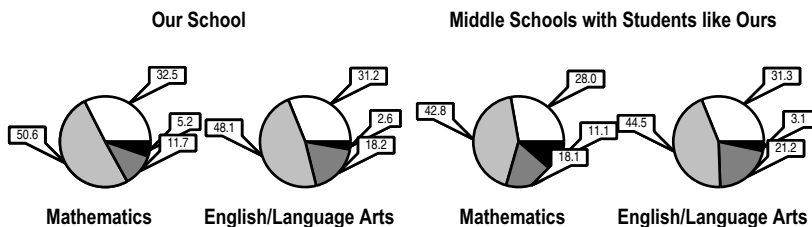
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Mathematics - State Performance Objective = 15.5%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	36	97.2	24.2	60.6	15.2	N/A	15.2
	Grade 8	39	100.0	40.0	45.7	11.4	2.9	14.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	52	90.4	25.6	48.8	20.9	4.7	25.6
	Grade 8	35	94.3	25.8	54.8	19.4	N/A	19.4

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	36	97.2	21.2	60.6	12.1	6.1	18.2
	Grade 8	39	100.0	28.6	57.1	14.3	N/A	14.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	52	92.3	22.7	50.0	15.9	11.4	27.3
	Grade 8	35	100.0	39.4	54.5	6.1	N/A	6.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 232)				
Students enrolled in high school credit courses (grades 7 & 8)	4.9%	Up from 3.6%	14.0%	14.6%
Retention rate	9.3%	Down from 9.6%	3.2%	3.0%
Attendance rate	97.4%	Up from 96.4%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		6.2%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		5.7%	5.3%
Eligible for gifted and talented	12.2%	Up from 8.2%	17.0%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.6%	Up from 10.0%	14.5%	13.9%
Older than usual for grade	13.4%	Down from 17.4%	4.1%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Down from 2.4%	0.6%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	50.0%	Down from 52.4%	45.1%	48.7%
Continuing contract teachers	100.0%	No change	86.1%	81.7%
Highly qualified teachers**	100.0%	N/A	91.7%	90.4%
Teachers with emergency or provisional certificates	0.0%		5.4%	5.3%
Teachers returning from previous year	93.4%	Up from 93.2%	86.7%	85.1%
Teacher attendance rate	96.2%	Down from 96.7%	95.1%	94.8%
Average teacher salary	\$43,862	Up 2.6%	\$39,775	\$40,566
Prof. development days/teacher	10.3 days	Down from 12.9 days	11.2 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.3
Student-teacher ratio in core subjects	20.3 to 1	Up from 18.2 to 1	20.8 to 1	21.3 to 1
Prime instructional time	91.3%	Up from 90.5%	89.3%	89.3%
Dollars spent per pupil*	\$9,438	Up 2.6%	\$5,650	\$5,821
Percent of expenditures for teacher salaries*	53.1%	Up from 52.5%	61.1%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	67.6%	Down from 99.0%	94.9%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	86.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Branchville High School (BHS) experienced another very successful school year. State mandated test scores at BHS were excellent and seven seniors qualified for the South Carolina LIFE Scholarship. Tenth graders taking the exit exam for the first time scored extremely well with over 76% of the students passing all three areas of the exit exam. A school-wide self-study targeted drop-out prevention as an area needing the most improvement.

Three key ingredients contributed to the success of BHS, excellent teachers, eager to learn students, and supportive parents. The parents of BHS students expect their children to behave and to obtain a good education. This expectation is readily apparent in the overall conduct of the students and the cleanliness of the school. Character development is considered a top priority at BHS.

Mrs. Dorothy Brannum was chosen by her colleagues as the "BHS Teacher of the Year" for the 2003-2004 school year. Mrs. Brannum teaches family and consumer sciences, coaches the cheerleaders, and chairs the prom committee. Mrs. Brannum is currently completing her Masters degree.

The BHS band, "The Band of Gold" was chosen as one of the top twelve marching bands in South Carolina. The band will be looking for a state championship during the 2004-2005 school year. The athletic program at BHS is also outstanding, with almost all sports advancing to the playoffs. BHS was chosen by other schools in the region as the school with the most sportsmanship.

Student leadership is very important in the success of any high school. Students at BHS are encouraged to take an active part in student government, clubs, and community activities. Mr. Pat Black, advisor for the Future Farmers of America Club, obtained the Palmetto Pride Challenge for the Environment Grant, and the Learn and Serve Grant. These two grants promote school and community pride, beautification, and litter control.

George A. Benton, Jr.
Principal

Wanda Padgett
School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	35	40
Percent satisfied with learning environment	95.2%	85.3%	70.0%
Percent satisfied with social and physical environment	100.0%	82.9%	80.0%
Percent satisfied with home-school relations	66.7%	82.9%	52.5%

*Only students at the highest middle school grade level at this school and their parents were included.